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SELF-ASSESSMENT: CAN YOU COMPLETE
THE CYCLE OF INSTRUCTIONAL IMPROVEMENT?

Purpose	This tool is designed to help district, and school leaders assess their processes for using data to improve instruction.
	This tool may be helpful in assessing or strengthening a data-driven cycle of instructional improvement, providing questions highlighting specific actions that can be part of the cycle. The tool draws on research-based guidance from *Data Use for Continuous Quality Improvement* (www.dataqualitycampaign.org/) to ensure effective data use. Additionally, the table provides space to record level notes and ideas for future action.
Materials	None
Media	None
Topic	Data-Driven Instructional Decision Making
Practice	Cycle of Improvement

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	Yes	Sometimes	No	Notes/Action Steps
Collecting a Variety of Data				
1. Does your school/district collect multiple sources of data (e.g., state assessment data, benchmark assessments, unit tests)?				
2. Does your school/district collect district-, school-, and classroom-level data relevant to your particular planning and decision-making needs?				
3. Does your school/district use assessments aligned with its learning objectives and state and district standards?				
4. Is your school/district able to track individual students' year-to-year test results to measure academic growth?				
5. Has your school/district identified assessments or data to use in determining the effectiveness of interventions or instructional changes?				
Interpreting Data and Developing Hypotheses				
1. Does your school/district review student achievement data to identify patterns and trends?				
2. Does your school/district use data to determine which teaching strategies and learning outcomes need improvement?				

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3. Are personnel available to support and advise staff in interpreting and analyzing data?				
4. Do teachers gather classroom performance data (e.g., on unit tests, projects, homework) to support the interpretation of annual and benchmark assessments?				
5. Do teachers collaborate in grade-level or subject-area teams to interpret data?				
6. Do teachers know how to generate reports (e.g., graphs, charts, or tables) about student learning?				
7. Are teachers able to interpret reports?				
8. Does your school/district provide professional development in using data to support instructional decision making?				
9. Does your school/district make curricular and programmatic decisions based on data analysis?				
Modifying Instruction to Test Hypotheses and Increase Student Learning				
1. Do teachers routinely administer benchmark assessments and make instructional decisions based on the results?				
2. Do teachers implement interventions or instructional changes based on hypotheses generated through data analysis?				
3. Do teachers continue to test hypotheses and modify instruction based on subsequent assessments?				